DOCUMENT RESUME

ED 376 016 RC 019 869

TITLE	Dropout Prevention & Attrition Rates. IDRA Focus.
INSTITUTION	Intercultural Development Research Association, San Antonio, Tex.
REPORT NO	ISSN-1069-5672
PUB DATE	Oct 94
NOTE	22p.
PUB TYPE	Collected Works - Serials (022) -- Statistical Data (110)
JOURNAL CIT	IDRA Newsletter; v21 n9 Oct 1994
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Achievement; Databases; *Dropout Prevention; Dropout Programs; Dropout Rate; Elementary Secondary Education; *Females; *Hispanic Americans; Minority Groups; *Potential Dropouts; *Student Attrition
IDENTIFIERS	Coca Cola Valued Youth Program; *Texas; Texas Assessment of Academic Skills

ABSTRACT

This newsletter contains six articles focusing on dropouts, potential dropouts, dropout rates, and dropout prevention, particularly in Texas and among Hispanics and other minority groups. "Improving Student Performance: Study Identifies Better Approach" (Maria Robledo Montecel, Josie Danini Supik, and Jose A. Cardenas) correlates student performance on the Texas Assessment of Academic Skills with student and school characteristics. "The Coca-Cola Valued Youth Program: An Idea That Works" (Josie Danini Supik) describes the program's beginnings in San Antonio, its success in lowering dropout rates, and 10 factors contributing to that success. "Hispanic Dropouts: Report by General Accounting Office Has Problems" (Jose A. Cardenas) criticizes a 1994 GAO study for attributing dropouts to "deficits" of Hispanic students and their families rather than to poor performance by schools. "Attrition Rates Are Going Up: Texas Rates Higher Than National Average" (Roy Johnson) provides 1992-93 public high school attrition rates for Texas counties, by race/ethnicity, and compares them to national data and data from previous years. "Invisible Girls: The Other Half of America's Dropout Problem" (Anna De Luna) examines unique reasons that girls leave school and do not return, and lists successful retention strategies. "Innovative Technology Supports 'Prevention and Recovery of Student Dropouts' Collection" (Felix Montes) describes a secondary library system (SELIS) for organizational collections (in the case discussed, a collection of materials on dropout prevention and recovery). SELIS is a database system that allows user-friendly searches. (SV)

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IDRA FOCUS: DROPOUT PREVENTION & ATTRITION RATES

IDRA Newsletter
Volume XXI, No. 9, Oct. 1994

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INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

IDRA Newsletter

IDRA Focus: Dropout Prevention & Attrition Rates

ISSN 1069-5672 Volume XXI, No. 9 Oct. 1994

Improving Student Performance: Study Identifies Better Approach

Maria Robledo Montecel, Ph.D., Josie Danini Supik, M.A., and José A. Cárdenas, Ed.D.

IDRA is an independent nonprofit advocacy organization dedicated to improving educational opportunity. Through research, materials development, training, technical assistance, evaluation, and information dissemination, we're helping to create schools that work for all children.

In January 1993, the Intercultural Development Research Association (IDRA), in collaboration with the Texas Education Agency (TEA), began a project designed to address the needs of secondary school students who did not pass the state minimum competency test, the Texas Assessment of Academic Skills (TAAS).

The long-range purpose of this project, *Project Pathways*, is to create a school staff development program that can play a pivotal role in addressing the academic needs of students unable to perform successfully on the TAAS. Texas is in critical need of such a program, since poor student performance on the TAAS is a growing problem. In the spring 1993 administration of the TAAS, 78,979 11th-grade students participated, and 50,303 of them (68.7%) failed the test. An additional 13,377 students failed the test in their 1992-93 senior year and faced the prospect of being denied graduation.

Before beginning the formation of a comprehensive school staff development program, it was necessary to identify the characteristics and needs of students and schools with poor TAAS performance. IDRA's research addressed questions about the characteristics of secondary students who do not pass the TAAS test, about schools whose students have not performed well on the TAAS test, and about schools that have performed well on the TAAS test.

TEA identified school districts from four regional education areas for participation in the study. These campuses represented urban and rural settings, small and large schools, high and low minority student enrollment, and high and low performance on the TAAS test.

Study Methods and Instrumentation

Both qualitative and quantitative measures were used to answer these research questions. Qualitative data were obtained by audiotaped focus group interviews and individual interviews, surveys with students and teachers, and individual telephone interviews with school administrators. Quantitative data were obtained by administrations of the Wisconsin Youth Survey (Wehlage, Stone, and Rutter, University of Wisconsin-Madison, 1986) and through reviews of student profiles, student achievement records and TAAS scores.

Summary of Findings

1.a. Is there a relationship between student characteristics and performance on the TAAS test?

The study confirms that students with particular characteristics are not passing the TAAS test. Students identified as minority, limited-English-proficient, over age in grade, economically disadvantaged, or labeled "at-risk" perform poorly on the TAAS, as do students in special education classes. Multiple regression analysis indicates that of these six categories, four (special education enrollment, limited-English-proficiency, over age and at-risk status) produce the highest negative relationship to TAAS performance. Students enrolled in gifted and talented programs, however, show a very small positive relationship with TAAS performance.

Using the Wisconson Youth Survey (test) the study also looked at student atti-

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The Intercultural Development Research Association *(IDRA)* is a non-profit organization with a 501(c)(3) tax exempt status. The purpose of the organization is to disseminate information concerning equality of educational opportunity. The *IDRA Newsletter* (ISSN 1069-5672, copyright ©1994) serves as a vehicle for communication with educators, school board members, decision-makers, parents, and the general public concerning the educational needs of all children in Texas and across the United States.

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Popularized in the early 1970s by author Thomas Kuhn, "paradigms" are our models or patterns of reality, shaped by our understanding and experience into a system of rules and assumptions about the world around us. The call for restructuring in education, emerging from a profound sense that education is not working for all children, requires a transformation in how we see schools, students, and their families. If we are to find a new and equitable vision of what education can and should be, new lenses are required to change the way we look at schools and the populations in them – as demonstrated by our "Then" and "Now" thinkers below.

THAT IS THEN... THIS IS NOW...

"For the last decade, we've run the schools for the dropouts. We lowered expectation levels in an attempt to keep them in school. Not only has that approach failed to do that, it's totally devalued education to the point where kids think it's a joke...Do we continue running the schools for the dropout and sacrifice the average and above average kids – or do we take the '50s approach and run the system for bright kids?"

- Bill Honig, Superintendent of Public Instruction in California. Quoted in "Reducing the High School Dropout Rate in California: Why We Should and How We May," 1982.

"Are we sure that the primary forces leading young people to drop out are rooted in the school or the school system rather than in the young people themselves, in their personal environment, or in trends and developments in the larger society? Do we know how to alter those forces?...To the degree that dropping out is caused by factors beyond the school's control, the symptom is not likely to be eradicated by school based remedies. Insofar as it is more like 'going on welfare' or 'committing a crime' than like the commonplace problems of school effectiveness."

- Chester Finn, "The High School Dropout Puzzle" *Public Interest*, 1987.

"...the nation can ill afford to waste the latent capabilities of the million youth who are dropping out of school each year. If they can be retained in school and prepared for gainful employment, the benefits will be threefold: the tragedy of wasted lives will be averted; public assistance costs will be lowered; and employers will gain a pool of entry-level employees."

- *Cities in Schools: A Strategy To Transform Educational and Social Service Systems For At-Risk Youth*, February, 1987.

"To set standards for young people, have them fail these standards, and then blame the failure entirely on them, their families or some other element outside of school is an abdication of our roles as eductors."

- J.V. Hamby in *Educational Leadership*, 46(5), pp. 21-28, 1989. Quoted in *High School Journal 74:76-80*, December 1990/ January 1991.

THE COCA-COLA VALUED YOUTH PROGRAM:
AN IDEA THAT WORKS

Josie Danini Supik, M.A.

Ten years ago, 100 high school students began walking across the street from their school to tutor elementary children in San Antonio, Texas. This marked the beginning of a program that would change the lives of thousands of students, teachers and administrators; and that would ultimately change schools.

What was, and is, remarkable about the Coca-Cola Valued Youth Program and the transformations it produces is that participating high school students had traditionally been the ones to *receive* help; never had they been asked to *provide* help. It was inconceivable to many adults that these students had anything of value that anyone would want; they were poor, minority, limited-English-proficient (LEP), had been retained in school, were over age, read below their grade levels, and had higher than average absenteeism and disciplinary action rates. These were the "throwaways," students who were not expected ever to graduate from high school. There were some adults, however, who did see their inherent value and the contributions they could make, and who were committed to helping others see it also.

A New Idea

One such individual was Dr. José A. Cárdenas, who first thought of the idea of *valued youth* back in 1968. As superintendent of the Edgewood school district in San Antonio, one of the poorest school districts in the country, he was faced daily with the school system's inequities and injustices against students who were poor and minority. Not surprisingly, half of these students dropped out of school.

At the same time, peer and cross-age tutoring was being used to help alleviate the teacher shortage, not just in Edgewood but across the country. But it was always the honor roll students who were selected to be tutors. Dr. Cárdenas believed that there were other students who could also provide help. To maximize their potential for success, he decided that *cross-age tutoring* would work best. In this model, high school students would work with kindergarten through second-grade students during a class period. As he tried the model in one school, he saw immediate, positive changes in the tutors and their tutees.

In 1973, he formalized the mission to advocate for *all* children through his founding of the Intercultural Development Research Association (IDRA). The strong belief that all children must be valued was articulated through IDRA's work in school finance issues, research and evaluation, training, materials and program development, and information dissemination.

In 1984, Coca-Cola USA approached then-San Antonio mayor, Henry Cisneros (current Secretary of the U.S. Department of Housing and Urban Development), about starting a dropout prevention initiative for Hispanic youth, whose national dropout rate reached as high as 80 percent in some cities.

THE COCA-COLA VALUED YOUTH PROGRAM HELPS US SEE WHAT IS ON THE INSIDE — THE INHERENT VALUE AND POTENTIAL OF EACH CHILD.

Cisneros contacted Dr. Cárdenas, and IDRA was subsequently awarded a four-year grant totaling $400,000 to implement a Valued Youth model as a Partners in Education Program in four San Antonio school districts. With IDRA's support and management, 90 percent of the grant award went directly to the schools to operate the program.

Although an evaluation component had not been funded, Dr. Cárdenas and Dr. María "Cuca" Robledo Montecel, IDRA's executive director since 1992, strongly believed that the program, like all of IDRA's programs, needed to be evaluated. Later, this proved to be one of the critical components for the program's continued viability. Over the four years, the evaluation results showed a dropout rate of less than 6 percent and improved grades, attendance and discipline for the high school tutors.

Meanwhile, IDRA was conducting The Texas School Dropout Survey Project funded by the Texas Department of Community Affairs in collaboration with the Texas Education Agency (TEA). One of the most alarming findings from this study was the fact that half of all Hispanics who dropped out did so before entering the ninth grade. It was clear that intervention was needed earlier than in the high school, and, for that reason, the Valued Youth model was moved to the middle school (Robledo et al., 1986).

The Idea Proves Successful

In 1987, IDRA was awarded a two-year grant from the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to implement the Partners for Valued Youth Program as a research and demonstration project in two school districts in San Antonio. One hundred tutors and 600 tutees in four middle and elementary schools of low property wealth and high concentrations of Hispanic students participated in this project.

After two years, research showed a dropout rate of 1 percent for the treatment group of seventh-grade tutors as compared to 12 percent for the comparison group selected from a pool of students who were limited-English-proficient and were reading below grade level on a standardized achievement test. The Valued Youth tutors consistently showed statistically significant improvement in their reading grades, attitudes toward school, and self-concept. Attendance and discipline also improved (Cárdenas, et al., 1992).

What the research and demonstration project also provided was empirically based information on which aspects of the model worked and which needed modification. What evolved was a model with 10 components: five instructional (tutoring sessions, classes for tutors, role models, field trips and student recognition) and five support (curriculum, parent involvement, coordination, evaluation and staff enrichment). Undergirding the 10 components was a strong philosophical base that emphasized an uncompromising belief that all students can and will learn, and that schools must value all students.

About this same time, The Coca-Cola Foundation was reviewing the programs Coca-Cola USA had funded in 1984. The

Coca-Cola VYP - continued on page 16

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Hispanic Dropouts:

Report by General Accounting Office Has Problems

José A. Cárdenas, Ed.D.

On July 27, 1994, the U.S. General Accounting Office (GAO) submitted a report on its audit of Hispanic dropouts. The study was conducted in response to a request by Senators Ted Kennedy (D-Mass.) and Paul Simon (D-Ill.). However, the report, *Hispanics' Schooling: Risk Factors for Dropping Out and Barriers to Resuming Education* (U.S. GAO, 1994), contributes little information on Hispanic dropouts, contains a number of inconsistencies and even provides erroneous information and conclusions about this pressing educational problem.

A major limitation of the study is that it was conducted using census data exclusively by the National Center for Educational Statistics (NCES). The Department of Education was informed of the study but did not review a draft of the report, since it was done on Bureau of the Census data. GAO did not request comments from the Department of Education prior report's release.

No reason is given as to why the study is limited to census data, but there are other extensive studies that could have been incorporated into this report. Although the report lists impressive expert sources, only three of those sources reviewed the draft document.

Reader analysis of data provided is difficult, and in most cases impossible, because data is provided as dropout *rates* for the various characteristics analyzed, without providing *actual* numbers. It is possible that some of the very high rates presented for a characteristic, or combination of characteristics, will limit educational implications because the number of individuals is small.

The definition of a "dropout" is the most conservative that I have ever encountered. As an expert consultant to the National Education Goals Panel #2 (Dropouts), I challenged the completion of a General Education Development (GED) program as the equivalent to high school graduation. Therefore I take exception to the concept that if a student quits school and subsequently obtains a GED, the student was never a school dropout. In this study, GAO goes a step further and eliminates as defined dropouts former students who are *studying for a GED certificate*. Further, members of the target population in any kind of an adult education program may have been similarly excluded in the definition.

There appears to be an extensive amount of "immigrant bashing" in the study. There is an overabundance of analysis of foreign born dropouts, carelessness in various types of inclusion and exclusion, and erroneous conclusions not supported by GAO data or any other study. The study is also very defensive of U.S. schools, attributing dropouts to the various characteristics of the Hispanic population rather than to poor performance by the school.

The concluding statement, "...the ...data indicate Hispanics who actually attend U.S. schools are no more likely to drop out than are non-Hispanic Blacks or Whites of the same sex and similar socioeconomic status," is more than unbelievably naive, it is erroneous and irresponsible.

Study Findings

Among the study's findings are the following:

- The dropout rate determined for Hispanic students, 30 percent, is not too different from the 32 percent rate determined in the Bureau of the Census' Current Population Survey (CPS) data (U.S. Dept. of Education, 1993), or the 32.2 percent rate in the IDRA 1988 analysis of prior census data (Cárdenas, et al., 1988).
- African Americans had a dropout rate of 18 percent; Whites (non-Hispanic) had a rate of 10 percent. While dropout rates for African Americans and Whites have been declining over the last two decades, the rate for Hispanics has shown no consistent trend.
- Dropout rates are estimated by Hispanic country of origin, indicating a 36 percent rate for Central Americans, 34 percent for Mexican Americans, and 12 percent for South Americans.
- The study estimates the dropout rate for 16- to 24-year olds who likely had contact with U.S. schools as 26 percent. This adjusted rate, while lower than the 30 percent rate for the age group as a whole, is still high. It is 2.6 times higher than the dropout rate for non-Hispanic Whites and 1.44 times higher than for African Americans.
- The risk factors of dropping out for 16- and 17-year-old Hispanics were determined to include: (1) not born in the United States, (2) limited in English-speaking ability, (3) from poor families, and (4) either married or mothers.
- The study examined barriers young Hispanic dropouts (age 16 to 24) faced in resuming their education including:
  - Forty percent spoke English "not well" or "not at all";
  - Over half needed three years or more of schooling to complete high school;
  - Over one-third had incomes placing them at or below the federal poverty line; and
  - Most had job or family responsibilities.

The study did not report the barriers in school performance or the addressing of factors that led to students' dropping out. An erroneous assumption is inevitably made that schooling is always there for the taking, if only the student will stay in school or the ex-student is willing to return to school. This assumption will continue as long as studies on poor school performance focus on the *characteristics* of school dropouts, rather than on the *causes* of school dropouts.

Analysis of Risk Factors

The focus on demographic characteristics does little for the development of educational responses to the dropout problem. Since census data are not conducive to determining why students drop out, alternative sources of information for this study are needed.

The study on risk factors was limited to 16- and 17-year-olds. It is unclear as to why the study on characteristics of school dropouts used such a restricted sampling. The study states that ages 16 and 17 are the ages ending compulsory schooling in most states. However, IDRA studies and others indicate that Hispanic youth drop out at earlier ages than do other youth.

The GAO report provides an analysis of the four factors identified in the study as characteristics of Hispanic dropouts that contributed to their dropping out.

Hispanic Dropouts - continued from page 4

(1) Not born in the United States

The analysis of characteristics of school dropouts places excessive emphasis on the impact of immigrants. Although the number of dropouts among immigrant children is very high, dropout rates of native-born Hispanics and members of other ethnic groups are at such a high level the school dropout problem cannot be attributed solely to immigrants.

The GAO study indicates that 64 percent of the Hispanic dropouts were born outside of the United States. An IDRA study found that 42 percent of all dropouts were foreign born (Cárdenas, et al., 1988).

Hispanics born in Puerto Rico are labeled as "foreign born" in order to make comparisons in performance between students who attended Puerto Rican and "U.S. schools." This inconsistency in the classification of schools was apparently lost on the researchers.

Regardless of the number or percentage of dropouts who are foreign born, the extent of immigrant dropouts only accentuates the failure of U.S. schools to provide adequate support services for students making a geographic and cultural transition. A few school districts have instituted "newcomer programs" which have been extremely successful in assisting students in this transition, but such programs are exceptions to the common practice of forcing students to "sink or swim" on their own.

(2) Lack of English-speaking ability

It is not surprising that 40 percent of Hispanic dropouts had limited English-language proficiency. U.S. schools have a long tradition of being unable and unwilling to cope with students not proficient in the English language. This issue has been in the federal courts and state legislatures for almost 30 years, yet it is still inadequately addressed. The original defense of the defendant school district in *Lau vs. Nichols* (1973), "We provide an equal educational program by teaching all children in English. If the students do not speak English, it is their fault, not ours," was subsequently augmented by the argument that if the parents expected the children to do well in school, they should have taught them the English language. The rulings by the federal district and Supreme courts that most of the Chinese children in question were immigrant children whose parents did not speak English and therefore were in no position to teach their children the English language are equally applicable to these Hispanic dropouts of whom, according to this GAO study, 64 percent are limited-English-proficient.

Though some of the limited-English-proficient Hispanic dropouts may have been enrolled in bilingual education or English-as-a-second-language programs, lack of school administration support for these programs – along with a severe shortage of trained teachers, instructional materials and supplies, early exiting and other programmatic shortcomings (Cárdenas, 1993) – preclude extensive success in schooling.

(3) Low family income

The GAO study notes that Hispanics ages 16 and 17 from poorer families had higher dropout rates. Although its data tend to support this generalization, the differences between poor and non-poor were not very significant. Hispanic students at or below the poverty level had a dropout rate of 13 percent. Students from homes with incomes above the poverty level and up to incomes of twice the poverty level had a dropout rate of 10 percent.

THE STUDY IS VERY DEFENSIVE OF U.S. SCHOOLS, ATTRIBUTING DROPOUTS TO THE VARIOUS CHARACTERISTICS OF THE HISPANIC POPULATION RATHER THAN TO POOR PERFORMANCE BY THE SCHOOL.

Poverty was also cited as a barrier to dropouts' returning to school. These data were also not very convincing. Almost two-thirds of the Hispanic dropouts were living on incomes above the federally defined poverty level.

(4) Marriage and childbirth

Both males and females who had ever been married showed four to five times the dropout rate compared to persons never married. Persons with children had much higher dropout rates than persons without children. Job and family responsibilities are cited as a barrier to returning to school, but, as in the case of poverty, there is little support for this conclusion. The report states, "...relatively few Hispanic dropouts have both job and family responsibilities."

Only 20 percent of male dropouts and 16 percent of female dropouts are both married and in the labor force; for some of the males, their work is part-time or they are separated from their families.

Just as in other atypical situations, the schools have hardly exerted themselves in accommodating married, child-rearing or working students. Until very recent years, schools actually made an effort to expel students who did not fit into the traditional high school mold.

Level of Education Attained

The number of years needed to obtain a high school diploma is given as another barrier to returning to school. Again the evidence is not very conclusive. On the contrary, it seems surprising how far the students had progressed in school by the time they dropped out. Although 14 percent were below the fifth-grade level, an equal percentage had completed the 12th grade but did not receive a diploma. A total of 60 percent had completed at least one year of high school. The grade completion data for Hispanic school dropouts is not very different from literacy rates for the entire country.

Unfortunately, a study conducted exclusively on census data does not provide any information about the level of performance at the time the student dropped out. Assuming that most of these students were caught up in a cumulative deficit situation, with performance becoming poorer with each succeeding year in school, it is remarkable how long they persevered before departing. Although compulsory attendance laws may deter them from dropping out, it is surprising that 44 percent had completed grades 10, 11 and 12, grade levels normally beyond the compulsory attendance age.

Census data also provide very few insights into the nature of the problem and its remediation. GAO admits to this in its statements:

> ...these data...neither tell us why students cease to attend nor reveal the dynamics of students' decisions.
>
> ...[census data] does not include information about the schools such students attended or the educational resources in their communities.

Study Conclusions

Throughout the report, the authors make a number of statements which are unwarranted and unsubstantiated by their study. Toward the end of the report a special section is devoted to these types of observa-

Hispanic Dropouts - continued on page 15

ATTRITION RATES ARE GOING UP

TEXAS RATES HIGHER THAN NATIONAL AVERAGE

Roy Johnson, M.S.

The issue of school dropouts, or students' leaving school early, continues to draw the attention of educators and the society at large. During an era in which the latest drive-by shooting and the issue of school accountability share national and local media, keeping students actively engaged in the educational process is paramount.

Data from the 1990 U.S. Census show that more than 135,000 individuals between the ages of 16 and 19 did not complete high school. The graduation rate in the country was 68.7 percent, and 5 percent of teens were not in school or in the labor force (see table for state rankings on page 9).

In May 1993, the Texas Education Agency reported that 53,421 students in grades seven through 12 dropped out of school during the 1991-92 school year; the event dropout rate was 3.8 percent (May 1993). Recent attrition analyses conducted by the Intercultural Development Research Association (IDRA) show that about 100,000 students were lost (due to attrition) from public high school enrollment between the ninth-grade year in 1989-90 and the potential 12th-grade year in 1992-93.

In 1986, IDRA conducted the first comprehensive analysis of school dropouts in Texas. This research effort was conducted by IDRA under contract with the Texas Department of Community Affairs (now Texas Department of Commerce) and the Texas Education Agency (TEA). The study, *Texas School Dropout Survey Project: A Summary of Findings* (Robledo Montecel, et al., 1986), focused on the magnitude of the dropout problem, the economic impact of the school dropouts, and the nature and effectiveness of dropout prevention programs in Texas.

Since the 1985-86 school year, IDRA has continued to conduct its annual longitudinal attrition analyses to document and assess the magnitude of the school dropout problem in of Texas. Information derived from these studies, using a constant methodology, continues to provide valuable data on dropout trends.

This article presents the results of the attrition analyses for the 1992-93 school year. The study looked at enrollment figures for a group of high school students enrolled in Texas public high schools at the ninth-grade level in the 1989-90 school year through the 12th-grade in 1992-93. Results are presented for 252 of the 254 Texas counties (two counties, Kenedy and Loving, do not have high schools).

ENROLLMENT DATA FOR 9TH THROUGH 12TH GRADES 1989-1990 AND 1992-1993

RACE-ETHNICITY GROUP	9th 1989-1990	9th - 12th 1989-1990	12th 1992-1993	9th - 12th 1992-1993
Native American	475 (0.2%)	1,520 (0.2%)	387 (0.2%)	2,031 (0.2%)
Asian/Pacific Islander	5,182 (1.9%)	18,680 (2.1%)	5,020 (2.8%)	22,810 (2.5%)
African American	39,677 (14.7%)	123,806 (14.2%)	22,772 (12.7%)	123,806 (13.7%)
White	131,951 (49%)	461,882 (53%)	98,390 (54.7%)	458,567 (50.7%)
Hispanic	92,154 (34.2%)	265,358 (30.5%)	53,169 (29.6%)	297,570 (32.9%)
Total	269,439	871,246	179,745	905,199

Figures calculated by IDRA from Texas Education Agency *Fall Membership Survey* data.

IDRA's Attrition Model

IDRA has developed a technique for estimating the number of students lost from Texas public schools as a result of attrition. The formula for computing the longitudinal attrition rates consists of taking grade-level enrollment for a base year and comparing these figures to grade-level enrollment in a subsequent or end year, with the assumption that a decline in the number of students enrolled constitutes the attrition rate for the school or district and that the attrition rate is closely related to the annual dropout rate. IDRA's longitudinal attrition analyses allow for increases and decreases in a district's enrollment figures.

Since school district enrollment may not be constant from school year to school year, differences in enrollment are adjusted by the increase or decrease in total high school enrollment. Specifically, IDRA's attrition methodology takes a school district's enrollment in the ninth grade of a specific school year and compares this enrollment with the adjusted 12th-grade enrollment three years later. Special school districts (military and special education) were not included, since they are likely to have an unstable enrollment due to the mobility of military personnel or since they do not have a tax base in support of the school program. Enrollment data used in the study was obtained from the Texas Education Agency's *Fall Membership Survey* (1993).

The IDRA attrition model makes three additional assumptions. The first is that the number of students transferring into and out of school districts is fairly evenly divided among the various grades included in the longitudinal time span. Second, the majority of student transfers occur within the state and would therefore be accounted for in the state total. Third, the number of students retained at each grade level is fairly constant from one year to the next.

The study of attrition rates for the 1992-93 school year analyzed enrollment figures for a group of students who were in the ninth grade in 1989-90. These students were followed for three years up to the 12th grade in 1992-93.

Attrition Rates – continued on page 9

Attrition Rates in Texas Public Schools: By Race-Ethnicity, 1992-93

County Name	Attrition Rates[1]			
	Black	White	Hispanic	Total
Anderson	42	31	70	36
Andrews	16	25	34	28
Angelina	**	21	35	18
Aransas	36	40	44	40
Archer		25	17	25
Armstrong		1	**	**
Atascosa	**	19	39	30
Austin	31	18	61	26
Bailey	17	8	47	30
Bandera	25	38	39	37
Bastrop	43	34	53	40
Baylor	67	16	87	32
Bee	28	16	44	35
Bell	29	22	36	24
Bexar	38	19	45	37
Blanco	**	8	42	17
Borden		**	100	13
Bosque	34	33	41	35
Bowie	37	22	51	27
Brazoria	44	36	56	42
Brazos	34	24	52	30
Brewster		**	17	8
Briscoe		21	68	39
Brooks		31	37	37
Brown	45	19	49	26
Burleson	37	25	50	32
Burnet	67	38	49	40
Caldwell	21	30	51	40
Calhoun	**	18	50	34
Callahan		23	15	23
Cameron	60	33	48	47
Camp	30	29	84	32
Carson		20	41	22
Cass	15	20	52	19
Castro	5	**	37	21
Chambers	17	23	48	24
Cherokee	36	25	65	30
Childress	**	13	45	17
Clay		17	66	19
Cochran	**	16	49	30
Coke		12	**	1
Coleman	33	10	25	15
Collin	24	15	52	19
Collingsworth	**	17	19	13
Colorado	22	15	35	21
Comal	**	10	35	18
Comanche		13	51	21
Concho		**	4	**
Cooke	27	27	45	27
Coryell	37	28	45	30
Cottle	**	14	38	15
Crane	50	19	36	29
Crockett		14	25	18
Crosby	**	8	44	30
Culberson		41	30	33
Dallam	39	19	43	24
Dallas	48	23	63	40
Dawson	**	4	38	25
Deaf Smith	21	12	38	28
Delta	20	10	58	13

County Name	Attrition Rates[1]			
	Black	White	Hispanic	Total
Denton	27	27	49	29
Dewitt	25	21	41	29
Dickens	**	11	24	15
Dimmit	**	43	31	32
Donley	68	16	100	21
Duval		**	17	16
Eastland	21	27	45	29
Ector	42	27	50	37
Edwards		24	25	24
Ellis	37	32	53	35
El Paso	44	21	38	35
Erath	33	29	56	32
Falls	27	34	55	35
Fannin	0	15	**	12
Fayette	8	14	58	18
Fisher	**	38	22	28
Floyd	**	15	43	31
Foard	**	17	**	7
Fort Bend	50	27	56	40
Franklin	83	43	69	47
Freestone	21	18	55	21
Frio		19	43	38
Gaines	**	34	35	33
Galveston	49	33	53	38
Garza	**	26	45	30
Gillespie		6	43	16
Glasscock		29	**	15
Goliad	14	**	20	6
Gonzales	29	17	28	24
Gray	52	17	68	26
Grayson	27	25	12	24
Gregg	43	27	58	33
Grimes	28	21	43	27
Guadalupe	32	26	46	33
Hale	21	25	45	36
Hall	25	3	71	32
Hamilton		24	39	25
Hansford		18	10	16
Hardeman	**	2	82	12
Hardin	7	33	38	30
Harris	51	28	61	44
Harrison	34	29	56	31
Hartley	0	**	72	**
Haskell	43	27	44	30
Hays	46	23	32	27
Hemphill		11	49	16
Henderson	13	27	66	26
Hidalgo	51	19	50	48
Hill	**	26	54	25
Hockley	12	12	37	22
Hood	56	34	77	36
Hopkins	16	19	74	22
Houston	25	12	66	17
Howard	23	21	51	31
Hudspeth		7	43	36
Hunt	51	29	60	34
Hutchinson	5	29	42	30
Irion		5	**	2
Jack	17	20	84	23
Jackson	16	21	37	25

[1] Calculated by multiplying the 1989-90 ninth grade enrollment by the percent change in total ninth to 12th grade enrollment from 1988-89 to 1989-90 and adding this sum to the 1989-90 ninth grade enrollment. The 1992-93 12th grade enrollment is subtracted from the expected 1992-93 12th grade enrollment and then the differences divided by the expected 1992-93 12th grade enrollment. The attrition rate results (percentage) were rounded to the nearest whole number.

** = Attrition rate is less than zero (0).

. = The necessary data are unavailable to calculate the attrition rate.

ATTRITION RATES IN TEXAS PUBLIC SCHOOLS:
BY RACE-ETHNICITY, 1992-93 (CONTINUED)

COUNTY NAME	ATTRITION RATES[1]			
	BLACK	WHITE	HISPANIC	TOTAL
JASPER	22	16	45	18
JEFF DAVIS	100	52	27	49
JEFFERSON	39	21	40	31
JIM HOGG		36	19	21
JIM WELLS	15	11	30	26
JOHNSON	47	32	62	35
JONES	37	17	28	22
KARNES	**	3	33	21
KAUFMAN	32	36	65	38
KENDALL	100	12	48	21
KENT		**	**	**
KERR	17	24	53	32
KIMBLE		27	39	31
KING		14	100	22
KINNEY	17	35	44	41
KLEBERG	8	18	45	36
KNOX	**	18	27	19
LAMAR	3	9	48	9
LAMB	25	34	33	33
LAMPASAS	69	37	30	37
LA SALLE		**	34	29
LAVACA	35	20	**	20
LEE	30	22	65	30
LEON	2	22	26	19
LIBERTY	34	36	49	37
LIMESTONE	20	33	65	32
LIPSCOMB		16	8	14
LIVE OAK		15	29	20
LLANO		32	9	30
LUBBOCK	28	16	38	25
LYNN	**	8	19	12
MADISON	46	22	73	32
MARION	41	24	25	33
MARTIN	**	39	18	27
MASON		0	24	8
MATAGORDA	34	31	56	39
MAVERICK		**	42	41
MCCULLOCH	**	27	42	30
MCLENNAN	44	19	58	31
MCMULLEN		7	**	**
MEDINA	100	21	41	32
MENARD		2	26	10
MIDLAND	36	22	49	31
MILAM	39	19	34	26
MILLS		10	53	18
MITCHELL	22	19	14	18
MONTAGUE		13	45	15
MONTGOMERY	29	28	46	30
MOORE	**	12	34	21
MORRIS	26	30	51	29
MOTLEY	0	24	7	23
NACOGDOCHES	42	20	73	29
NAVARRO	6	21	47	18
NEWTON	1	41	80	33
NOLAN	19	27	38	30
NUECES	30	24	39	33
OCHILTREE		25	58	33
OLDHAM		22	100	25
ORANGE	42	30	18	31
PALO PINTO	10	34	47	35
PANOLA	27	27	89	28
PARKER	69	33	75	35
PARMER		13	21	16
PECOS	83	15	33	27
POLK	36	41	49	40
POTTER	50	25	57	34
PRESIDIO		41	37	37

COUNTY NAME	ATTRITION RATES[1]			
	BLACK	WHITE	HISPANIC	TOTAL
RAINS	**	37	44	34
RANDALL	83	24	29	25
REAGAN	24	14	45	32
REAL		34	**	27
RED RIVER	25	19	68	21
REEVES	**	23	50	45
REFUGIO	22	**	22	11
ROBERTS		6	23	9
ROBERTSON	27	17	48	25
ROCKWALL	51	27	71	32
RUNNELS	50	20	36	25
RUSK	18	19	53	21
SABINE	29	23	**	22
SAN AUGUSTINE	34	27	43	31
SAN JACINTO	23	31	42	29
SAN PATRICIO	30	14	41	30
SAN SABA		10	26	14
SCHLEICHER		34	35	34
SCURRY	22	23	54	33
SHACKELFORD		12	37	16
SHELBY	24	26	54	27
SHERMAN		12	61	24
SMITH	26	28	67	31
SOMERVELL	**	23	51	29
STARR		22	45	45
STEPHENS	**	22	51	25
STERLING		21	25	23
STONEWALL		8	64	23
SUTTON		**	18	5
SWISHER	23	22	43	29
TARRANT	44	26	54	33
TAYLOR	35	32	44	34
TERRELL		21	43	34
TERRY	34	24	50	36
THROCKMORTON		23	9	22
TITUS	23	25	67	31
TOM GREEN	37	19	37	27
TRAVIS	54	30	60	44
TRINITY	31	34	54	33
TYLER	29	30	43	30
UPSHUR	13	27	66	25
UPTON		2	22	10
UVALDE	**	4	30	22
VAL VERDE	53	16	33	31
VAN ZANDT	41	30	58	32
VICTORIA	36	21	54	39
WALKER	34	29	56	33
WALLER	43	38	59	43
WARD	45	35	29	32
WASHINGTON	35	**	32	11
WEBB	50	38	44	43
WHARTON	36	10	41	25
WHEELER	44	17	23	19
WICHITA	19	18	41	21
WILBARGER	2	2	50	13
WILLACY	10	23	34	33
WILLIAMSON	38	27	44	30
WILSON	36	15	23	19
WINKLER	25	42	49	46
WISE	**	18	46	21
WOOD	**	22	27	20
YOAKUM	10	16	47	32
YOUNG	30	22	61	26
ZAPATA		22	33	32
ZAVALA		**	31	28
STATE TOTAL	43	25	49	36

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Attrition Rates - continued from page 6

Findings of the Attrition Analyses

The major findings of IDRA's most recent attrition analyses are presented below.

- *The rate of attrition decreased over a three-year period from 1987-88 to 1989-90. However, the rate of attrition has increased during the last two school years of 1991-92 and 1992-93.* The rate of attrition in public high school enrollment increased slightly from 33 percent in 1985-86 to 36 percent in 1992-93. This represented a 9 percent increase over the eight-year period. Over that, attrition rates ranged from a low of 31 percent in 1988-89 and 1989-90 to a high of 36 percent in 1992-93 (see table on page 15).
- *The number of students lost from public high school enrollment has remained virtually constant over an eight-year period from 1985-86 to 1992-93. However, the number of students lost through attrition has increased during the last two school years of 1991-92 and 1992-93.* The number of students (in grades nine to 12) lost from public school enrollment through attrition increased from about 86,000 in 1985-86 to about 100,000 in 1992-93.
- *Ethnic minority students were more likely to be lost from school enrollment than were White non-Hispanic students when adjusted for population size.* Minority students comprised about 45.3 percent of the ninth through 12th grade student population in 1992-93 but accounted for 67.4 percent of the students lost through attrition (see table on page 6).
- *More males were lost from public high school enrollment through attrition than were females.* Fifty-seven percent of students lost from public high school enrollment were male, and 43 percent were female. For each race/ethnic group, males were more likely to be lost from school enrollment due to attrition than were females.

Conclusions

The latest attrition analyses conducted by IDRA show that the number and percent of students lost from enrollment in Texas public schools has remained constant over an eight-year period from 1985-86 to

Attrition Rates - continued on page 15

NATIONAL STATISTICS

PERCENT OF HIGH SCHOOL GRADUATES, 1990

(rank order by state)

Rank	State	Rate	Rank	State	Rate	Rank	State	Rate
1	Minnesota	89.4	18	Nevada	76.5	35	Delaware	68.5
2	North Dakota	86.9	19	Ohio	76.4	35	Arizona	68.5
3	Montana	86.4	20	Arkansas	76.4	35	Kentucky	68.5
4	Wyoming	85.1	21	Maine	76.1	38	North Carolina	66.7
5	Nebraska	84.2	22	Washington	74.7	39	Alabama	65.9
6	Iowa	82.7	23	Hawaii	74.3	40	Texas	65.4
6	Wisconsin	82.7	24	Colorado	73.0	41	Rhode Island	64.9
8	Vermont	80.4	25	Illinois	72.9	42	Mississippi	63.8
9	South Dakota	79.9	26	Indiana	72.2	43	California	63.1
10	Utah	79.5	27	Pennsylvania	71.7	44	Michigan	62.0
11	Connecticut	78.5	27	New Hampshire	71.7	45	Georgia	60.8
12	Kansas	78.4	29	Oregon	71.1	46	New York	60.4
13	West Virginia	78.0	30	Alaska	70.6	47	Louisiana	58.7
14	New Jersey	77.2	31	Maryland	70.5	48	South Carolina	58.2
14	Oklahoma	77.2	32	Missouri	70.3	49	New Mexico	57.3
16	Idaho	76.7	33	Virginia	69.9	50	Florida	56.2
17	Massachusetts	76.6	34	Tennessee	68.7		**United States**	**68.7**

PERCENT OF TEENS NOT IN SCHOOL OR LABOR FORCE, 1990

(rank order by state)

Rank	State	Rate	Rank	State	Rate	Rank	State	Rate
1	North Dakota	1.6	15	Nebraska	3.4	35	Arizona	5.5
2	Iowa	2.0	19	New Jersey	3.7	36	Nevada	5.6
3	Wisconsin	2.1	20	New Hampshire	4.0	37	Florida	5.7
4	Idaho	2.3	21	South Carolina	4.3	37	Utah	5.7
5	South Dakota	2.5	21	Maryland	4.3	37	Montana	5.7
6	Kansas	2.7	21	Ohio	4.3	37	Washington	5.7
6	Maine	2.7	24	Missouri	4.4	41	Alabama	5.8
8	Minnesota	2.8	25	North Carolina	4.6	42	New York	6.1
9	Connecticut	3.3	25	Oregon	4.6	43	Georgia	6.2
9	Rhode Island	3.3	27	Indiana	4.7	43	Kentucky	6.2
9	Colorado	3.3	28	Hawaii	5.0	45	Oklahoma	6.6
9	Virginia	3.3	29	Tennessee	5.2	45	New Mexico	6.6
9	Pennsylvania	3.3	30	Alaska	5.3	45	West Virginia	6.6
9	Wyoming	3.3	30	Arkansas	5.3	48	Michigan	6.7
15	Massachusetts	3.4	32	Illinois	5.4	49	Mississippi	7.8
15	Vermont	3.4	32	California	5.4	50	Louisiana	8.4
15	Delaware	3.4	32	Texas	5.4		**United States**	**5.0**

Source: The Annie E. Casey Foundation, *Kids Count Data Book: State Profiles of Child Well Being*, 1990.

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REFLECTIONS

MY DAUGHTER IS A VALUED YOUTH

Para el Programa de Coca-Cola Valued Youth.*

Soy Maria A. Perez, y les quiero dar las gracias porque mi hija a progresado bastante en la escuela su actituda crecido y me le dieron asentir mas seguridad y ser mas responsable y le doy gracias adios y a todos los que coholaba con el programa para ayudar a los jovencitos a dirijir sus pasos a un mejor futuro. Yo soy divorciada y yo sola sostengo a mi hija y los apoyo por el cambio que hicieron con ella, por eso no tengo palabras para agradecer les la ayuda tan grande que moralmente an hecho el cambio en mi pequeña ojala que el proximo año pueda elejirla para que siga en el programa, pues le gusta mucho y sobre todo no anda en gangas ni en malas amistades pues no le da tiempo de ser negativa y espero en dios que nunca se acaba el programa para que otros niños puedan tambien participar.

Student shows her work to her tutor and other participants in the Coca-Cola Valued Youth Program in the Southwest school district Enrichment Center in San Antonio, Texas.

For the Coca-Cola Valued Youth Program,

My name is María A. Pérez, and I would like to thank you because my daughter has improved a lot in school. Her attitude has improved, and you made her feel more self-confident and be more responsible, and I thank God and everyone who participated in the program to help these youngsters take steps toward a better future. I am divorced, and I take care of my daughter by myself. I support you because of the change that you caused in her. That is why I don't have words to thank you for the great moral help and change it caused in my daughter. I hope that next year she is selected to continue in the program. She likes it a lot, and, even more importantly, she will not run around in gangs and in bad company. [While she is in the program,] she has no time to be negative. I hope to God that the program never ends so that other children can also participate.

**For information on the Coca-Cola Valued Youth Program, see page 3.*

HISPANIC PARENTS IN THEIR OWN WORDS

FROM "HISPANIC FAMILIES AS VALUED PARTNERS: AN EDUCATOR'S GUIDE"*

"I'll tell my sons, it's not just a high-school education that you need, but a college education, and it's not just something nice to have, but a life saver." (Parent A)

"We have suffered enough, and we don't want to see our children suffer. Without school, they will suffer. They need school. They need an education. We're very proud of our oldest daughter, who says that with God's help, she's going to be a teacher. I would like to see the others in professions, too." (Parent E)

"I had a teacher in second grade who was very patient and understanding, and even though we had large classes, she always made time for individual help, and she would go over and over something until you understood it. When I passed to the third grade, she cried. In high school, I had a special chemistry teacher, and he helped me memorize symbols and other things I had trouble remembering. Now I'm in a pharmacy technician training course." (Parent C)

"For me, school is like church. I think they need to do more to impress the significance of school on children. There you learn not to waste your time. I tell my children, 'Look at me! I left school because I thought at the time that I needed to work to help my mother, but I didn't' realize in leaving school that I was losing capacity to work. Now I have no preparation." (Parent F)

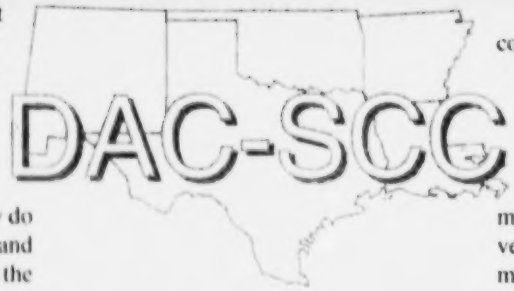
"What I learned from my mother that I want to pass on to my children is consistency and self-discipline. She had that! What you start, you finish. From my father, that there is a world without limits, that every day, you can live in the same house and yet open the windows on a different landscape." (Parent A)

*Hispanic Families As Valued Partners: An Educator's Guide, *by María Robledo Montecel, Ph.D., et al., explores the role of Hispanic families, particularly parents, in American education. Published by IDRA in 1993 (90 pages, illustrated, $19.95). For more information contact IDRA at 210/684-8180.*

INVISIBLE GIRLS:
THE OTHER HALF OF AMERICA'S DROPOUT PROBLEM

Anna De Luna

There has been a significant amount of research done on the dropouts of our nation's schools. Schools and communities all over the country have adopted programs to address the problem. Females are currently leaving school in the same numbers as their male counterparts, but, unlike males, they usually do not return. Well over 2 million girls and women between the ages of 14 and 24 in the country are high school dropouts (Education Development Center, Inc., 1990). In the past, we have assumed that girls drop out of school for the same reasons as boys, and we have thus avoided discovering any unique reasons girls leave and do not come back. Avoiding this issue dismisses half of the dropout problem and, once again, ignores females altogether.



Why Girls Drop Out

One of the major factors that puts all students at risk of dropping out is poverty. However, poor female students are more likely to drop out than are poor male students. Females from families in the lowest socio-economic status quartile are nearly five times as likely to drop out as are females from the highest quartile, while males from the lowest quartile are only 2.5 times likely to drop out as are males from the top quartile (Earle, 1989). The parents' education level is also a strong factor. The more schooling a mother has completed, the less likely her daughter is to drop out (Rumberger, 1986).

Hispanic and African American girls are disproportionately represented. In some urban areas, they have a dropout rate as high as 50 percent. Males, in particular African American and Hispanic males, are more likely to return and complete schooling than are their female counterparts (Roderick, 1993). Pregnant and parenting females make up 30 percent to 40 percent of female dropouts (National Center For Education Statistics, 1992). Many of these girls never return to school because the communities they live in lack affordable child care, leaving girls no choice but to stay home to care for their children. The number of siblings a girl has is also a critical factor, as she may drop out of school to care for brothers and sisters at home.

When people think of female dropouts, a pregnant teen-ager most likely comes to mind. However, over 60 percent of female dropouts are not pregnant. They leave school because they have poor grades or feel that school is not for them. According to the study, *Female Dropouts, A New Perspective* (Earle, 1989), there are four general reasons girls are at risk of dropping out: socialization, cognitive differences, teacher interactions and curricular choices.

Although women now comprise over 47 percent of today's workforce, girls are still socialized to be unassertive and to expect that a man will take financial care of them in the future. Females are taught at an early age to be polite and passive, while boys are rewarded for being assertive. These roles stressed during childhood are carried into adolescence – where values and self-identification for girls and boys are formed – and then into adulthood.

Although it has long been known that girls' cognitive learning skills tend to be more cooperative and boys are generally competitive, most schools are still structured to teach the way boys' learn, thus placing girls at a disadvantage.

Furthermore, teacher interaction favors male students. According to Myra and David Sadkers' recent book, *Failing At Fairness: How America's Schools Cheat Girls* (1994), boys receive more praise, correction, help and criticism from teachers. All of these are reactions that foster student achievement, while girls receive more superficial "OK" reactions. Most teachers still rely on students to raise hands or call out in class which is an open invitation for male dominance, since the Sadkers' extensive research shows that boys call out eight times more often than girls do.

Finally, girls are not sufficiently encouraged into taking high-level math, science and computer classes. Most girls who do take algebra and geometry stop there, while boys continue to enroll in classes such as calculus, trigonometry, chemistry and physics. This prohibits many minorities and females from entering universities since they do not have the proper math and science prerequisites. As a result girls are still dominating the traditional, lower-wage occupations.

Retention Programs for Girls

Most of the dropout prevention programs for females today focus on helping the pregnant or parenting teen. Very few strategies have been developed for the majority of female dropouts who are not pregnant and do not have any children. We cannot assume the same techniques used to retain males will work on female students.

Instead, the organization Women's Educational Equity Act (Earle, 1989) suggests successful retention programs for girls should include the following:

- Instructional strategies incorporating group activities and collaboration that complement female cognitive development;
- Remedial instruction (if needed) in abstract spatial reasoning to prepare girls to enroll in math and science courses;
- Institutional encouragement for girls to enroll in math, science and other nontraditional occupations;
- An institutionalized mentor program that provides girls with the opportunity to identify with female role models who have nontraditional occupations;
- A school environment which is flexible enough to accommodate students' individual learning and service needs;
- Adequate teacher training to promote teacher-student interactions that are free of race and sex bias;
- Extracurricular activities that highlight girls as key participants rather than supportive elements to a male-dominated activity;
- Counseling and related activities to enhance girls' self-esteem;

Invisible Girls – continued on page 13

Innovative Technology Supports "Prevention and Recovery of Student Dropouts" Collection

Felix Montes, Ph.D.

To better serve individuals who need to use IDRA's library, IDRA has made significant gains organizing its bibliographic materials. The main library has more than 10,000 items on diverse subjects. IDRA implemented a computer-based main library system, which provides automatic check-in and check-out through a laser reader pen connected to the computer where the database is stored.

However, materials such as single articles, training session materials, handouts, testing instruments and newsletters typically are not placed in the main library system because they do not lend themselves to barcoding. One way to organize such material is to place it in binders according to criteria such as date or subject. A system in which items are listed is necessary to make them accessible through a computer-based searching mechanism. IDRA recently developed a secondary library system (SELIS) for that purpose. The first collection in this secondary library system is the Prevention and Recovery of Student Dropouts materials.

SELIS - Innovative Features

SELIS is a database system that allows the easy creation of new collections of reference material and allows intuitive access to its items. SELIS does not assume that the user knows anything about the database. For example, in a traditional library system, the user is required to know such things as authors, titles or certain keywords to be able to access material in the system. But, the SELIS approach is to tell users the titles, authors, subjects and collections it has. The user's task is to progressively narrow the amount of information presented on the screen by applying one discrete search upon another. Thus, the user engages in a dialogue with the system. The result is that the desired material will be isolated, if the system has it. This approach is particularly pertinent because of the kinds of materials contained in collections. Most are from lesser-known authors, published in small periodicals or newsletters that circulate through a virtually underground network. SELIS organizes these materials and makes them accessible at the touch of a button. Here is how SELIS works.

SELIS - The System

SELIS is a database system composed of 15 files linked together as a unit that interacts with the user to generate outputs, either on screen or in printed reports (see graph below).

SELIS secures its data so that users cannot modify it. Only the system's administrators can make changes to the SELIS database. SELIS is adaptable however. For example, searches can be modified to suit the user. If a search by year requires entering a year, and what the user actually needs is a range of years, the system can easily change the searching mechanism to accommodate for that range. Also new searching options can be added.

Finally, SELIS offers advanced back-up and restore features that provide added security to the database. The access control area allows administrators to add new administrators or to modify their own passwords and user names to protect the system from unwanted access.

SELIS - The User's Interface

SELIS' most relevant feature is its user's interface. Once the system is activated (by typing SELIS at the DOS prompt), the user will see the SELIS main menu, which offers three options: *find, summaries* and *maintenance*. The *maintenance* option is protected. It allows for cataloging of new material or modification of old records, changes in the system parameters, backup or restore procedures and addition of new administrators, and modification of passwords and user names.

SELIS User's View

Summaries is a feature rarely offered in systems of this kind. It conveys to users an idea of the dimension of the database. The summaries feature generates a count of items on the requested topic. Summaries can be provided by subject, collection, type of material, or by any other variable defined in the SELIS parameter set.

The most useful menu item for most users is undoubtedly *find*. The *find* submenu is what most users will recognize as the SELIS system. Here, users will perform all search operations and print the results as the next section explains.

SELIS - The Searching Philosophy

A useful and unique aspect of SELIS is its exploratory orientation. Users do not need to know titles, authors and subjects to make searches. When a user starts working with SELIS, the whole database is available; the user is said to be at Level A in SELIS terminology. The user can examine all of its records individually, but most people will want to narrow this pool of data. The *search* option allows this by providing a menu of searching possibilities. For example, if, from this menu, *subject* is selected, a list of subjects such as *Parent Involvement, School Improvement* or *Social Conditions*, will appear on screen. The user can select one or more of these subjects, and the pool of data is narrowed to include only those subjects selected. The user will then be at Level B. The user can examine the records listed on the screen. If the desired information is not there, the user can *undo search* to expand the pool of data to the previous level. From there, the user can try another *search*. This process of *search* and *undo search* will eventually produce the desired result, or the user will know for sure that the information in question is not in the database. Once the desired result is produced, the user can print it using the process described in the following section.

Innovative Technology - continued on page 13

Innovative Technology - continued from page 12

SELIS - The Output

SELIS provides outputs from the summary process and from the search process. The summary process generates a frequency distribution of the particular item selected. The search-based outputs can take the form of a *reference* or *citation* format, or they can be in an *annotated reference* format. In the annotated reference, a summary of the document is included. These outputs can be produced by binder, by subject, by collection, or by any other variable the user defines. These outputs can be stored in computer files, which then can be imported into the document the researcher is developing and become part of the reference section.

The Prevention and Recovery of Student Dropouts Collection

SELIS is currently being used to manage IDRA's extensive Prevention and Recovery of Student Dropouts Collection and includes articles, reports and newsletter issues devoted to dropout prevention and recovery. Subjects include *Dropout Prevention, At-Risk Students, Dropout Rates, Research Findings*, and *Dropout Prevention Programs, Child Welfare Services, Data Collection, Drug Abuse Education, Female Dropouts, Organizational Behavior, Race Relations*, and *Social Services*. Almost 80 percent of the items were published in the late 1980s and early 1990s, demonstrating that the collection has much of the latest research in the field.

More than 160 entities are represented in the collection so far. Although many items are institutional works that do not include specific authors, more than 100 authors are represented in the collection.

AN ORGANIZATION CAN CREATE ITS OWN SECONDARY LIBRARY SYSTEM ...IDRA CAN PROVIDE THE SOFTWARE AND ASSIST WITH THE INSTALLATION PROCESS. IDRA CAN ALSO HELP TRAIN SYSTEM ADMINISTRATORS AND USERS.

Significance of SELIS

SELIS allows researchers to do many things easier, better and faster. The system also creates an environment that allows some unexpected results. With SELIS researchers will be able to do the following:

- Determine issues that pre-occupy people most in the field and use this information to better guide service delivery efforts.
- Organize service delivery material so that the same workshop, for example, does not have to be recreated from scratch. Workshop collections may now be created.
- Determine issues that require more research, find reasons for the lack of concern about these issues, and guide research efforts accordingly.
- Obtain a more global picture of the entities involved in the dropout prevention and recovery effort (or other collections), identify the specific issues about which these institutions are concerned, and guide networking efforts accordingly.
- Identify issues across different disciplines, expand understanding of the complexity of some issues, and incorporate such understandings to research efforts.

How To Create Organizational Collections Using SELIS

An organization can create its own secondary library system. One or more persons will need to be assigned as system administrators. They will be responsible for the data manipulation and for organizing the actual material. IDRA can provide the software and assist with the installation process. IDRA can also help train system administrators and users.

The Prevention and Recovery of Student Dropouts Collection is an invaluable resource for any organization that works in this field. Researchers and service deliverers alike can greatly benefit from it, and the field in general will be better served as well.

Dr. Felix Montes is a Research Associate in IDRA's Division of Research and Evaluation.

For information on use of IDRA's library services call IDRA at 210/684-8180.

Invisible Girls - continued from page 11

- Parent counseling and education on cultural stereotypes and female potential;
- In general, access to and coordination of a range of services to help the variety of girls who are at risk of dropping out of school.

IDRA has already taken the initiative with these recommendations by instituting the Math Increases Job Aspirations (MIJA) Project, funded by the U.S. Department of Education Initiative for Innovation. This program focuses on increasing the knowledge and awareness of math and math-related careers for sixth-grade Hispanic girls. The participants are exposed to role models in math and science fields, participate in innovative, hands-on math activities, and develop their self esteem through exercises. Workshops are provided for the parents so they may encourage and support their daughters with their goals. The program teachers are also given training in avoiding sex bias on the classroom.

In order to effectively approach the dropout problem, we must take into consideration the unique issues that exist for female students. All of us, schools, communities and outside education agencies, must work together to find solutions in assisting our nation's young women to succeed in school.

Anna De Luna is an Education Assistant in IDRA's Division of Educational Equity.

For more information on the MIJA Project, contact Dr. Alicia Sosa, Director of IDRA's Division of Educational Equity.

Resources

Desegregation Assistance Center – South Central Collaborative. *Avoiding Sex Bias in Counseling* (San Antonio, TX: Intercultural Development Research Association, 1994).

Earle, J. *Female Dropouts, A New Perspective* (Massachusetts: Women's Educational Equity Act, 1989).

Education Development Center, Inc. "Female Dropouts: The Challenge," *Women's Educational Equity Act Publishing Center Digest* (Newton, MA: OERI, U.S. Department of Education, March 1990).

National Center For Education Statistics. "Dropout Rates in the United States: 1992" (U.S. Department of Education, 1992).

Roderick, M. *The Path To Dropping Out, Evidence for Intervention* (Connecticut: Auborn House, 1993).

Rumberger, R.W. "Dropping Out of High School: The Influence of Race, Sex, and Family Background," *American Educational Research Journal*, 1986 (reported in Roderick, 1993).

Sadkers, M. and D. (1994) *Failing At Fairness. How America's Schools Cheat Girls* (New York: Charles Scribners Sons, 1994).

BEST COPY AVAILABLE

Improving TAAS *- continued from page 1*

tudes toward school, teachers and achievement. The results indicate that students who have failed the TAAS test (some of them two or three times) tend to be hard-working and motivated to succeed in school and in life. These students believe that their teachers care about them and consider themselves successful students. They display many other positive characteristics, though such positive attributes generally have not been recognized by their schools.

1.b. Is there a relationship between students' grades and performance on the TAAS test?

Student performance on coursework does not have much effect on TAAS performance. Many students with passing grades fail the TAAS test. The best predictor of success on the TAAS test appears to be class performance in social studies. Students who do well in social studies tend to do well on the TAAS test. Surprisingly, no relationship seems to exist between mathematics and English language arts grades and TAAS scores.

A relationship does appear to exist among individual student performances on the three TAAS subtests: mathematics, writing and reading. Students who do well on one subtest tend to do well on the others.

1.c. Is there a relationship between students' characteristics and school grades?

In the *Project Pathways* research, course grades were correlated with ethnicity, free or reduced lunch eligibility, English proficiency, mobility and absences. Analysis through descriptive and correlation statistics indicates that most students passed their school courses regardless of TAAS performance. Of the five variables analyzed, mobility and absences show the highest correlation with grades.

2. What are the characteristics of schools whose students have not performed well on the TAAS test?

A weak positive correlation exists between a school's wealth and TAAS scores: students in richer schools do better on the TAAS test. Average staff turnover, however, has a negligible negative correlation with TAAS performance.

Generally, schools do not devote a great deal of effort to teaching directly to the TAAS. Activities reported by teachers for TAAS test preparation include: tutoring (21.5%), holding TAAS classes (19.8%), reviewing with students who previously failed the test (12.7%), and including TAAS objectives with instruction on essential elements (10.7%). Not even half (40%) of teachers had participated in a TAAS remediation workshop.

An analysis of teachers who were teaching "TAAS classes," classes specifically designed to help students who had previously failed the TAAS test, indicates that one in five (20%) have not received any training for TAAS remediation. Many of these teachers were unaware of what the TAAS test actually looked like.

Although one of TEA's responses to poor secondary student performance on the TAAS test was the elimination of below level courses (courses that provide only prerequisite learning for the regular course), most teachers surveyed (84.1%) reported receiving little or no training on how to phase-out such courses and integrate prerequisite learning into regular content area classes. Despite the effort to phase-out below level courses, teachers reported the existence of a dual curricular system targeting low and high performing students.

ROUTINE OR "QUICK FIX" APPROACHES DO NOT PROVIDE A SOLUTION TO LOW TAAS ACHIEVEMENT. PROFESSIONAL DEVELOPMENT, STRONG AND FOCUSED CURRICULA, AND PROGRESSIVE EDUCATION LEADERSHIP ARE NEEDED TO CREATE IMPROVED STUDENT PERFORMANCE.

Almost one-third (30%) of the teachers surveyed told us they need materials to help them with TAAS test preparation, remediation or heterogeneous grouping in the classroom. A significant number (14.9%) also expressed a need for additional training and peer support.

3. What are the characteristics of schools that have performed well on the TAAS test?

Schools across the state are trying varied activities to help students succeed on the TAAS test. Activities deemed most successful by educators include: having effective educational leadership, adopting focused and strong curricula, making TAAS a part of an integrated curriculum, using an interdisciplinary curriculum, making TAAS the responsibility of all teachers, and not allowing the TAAS test to drive the curriculum through TAAS classes.

Schools in which students who have traditionally performed poorly on the TAAS test show successful performance are characterized by an atmosphere of enthusiasm and high expectations for teachers and students. Shared decision-making, good discipline and professional development activities are also commonly found in the successful schools.

Conclusions

The study indicates extensive poor performance on the TAAS test. Although not all of the poor performance is restricted to a specific category of students, there is ample evidence that students with the lowest performances are those with special characteristics and those considered to be in "at-risk" situations.

Two unusual but very significant findings are from the Project Pathways research:

1. Students who perform poorly on the TAAS test have positive concepts of themselves, their teachers and the schools they attend; on attitude tests, they display many positive characteristics inconsistent with the general school perceptions of these students.
2. Students from groups expected to perform poorly on the TAAS, performed surprisingly well in schools with overall high performance, indicating that effective leadership and high expectations in schools can create excellence for *all* students.

Texas schools with low-performing students have an extensive need for comprehensive assistance. Routine or "quick fix" approaches do not provide a solution to the problem. Professional development, strong and focused curricula and progressive educational leadership are needed in order to create improved student performance.

María Robledo Montecel is Executive Director of IDRA. Josie D. Supik is the Director of IDRA's Division of Research and Evaluation. José A. Cárdenas is the founder and Director Emeritus of IDRA.

Editor's note: IDRA's involvement in Project Pathways included a seven-task commitment with corresponding end products that form a comprehensive training system. For information about Project Pathways or IDRA training and technical assistance for improved student performance, call IDRA at 210/684-8180.

Hispanic Dropouts - continued from page 5

tions. Many of the statements are naive; some border on mythical stereotypes and racism.

For example, the study speculates, "Dropouts born outside the U.S. who have a limited command of English and expect to return to their homelands may see high costs and few benefits in returning to school." This statement implies that only speakers of the English language or residents of the United States have an interest or see a value in education. It reflects a deficit model that the poor performance of immigrants and minorities in U.S. schools can be attributed to their own failure to appreciate the benefits of an education. It is erroneous to assume that the inability to obtain an education is equivalent to not wanting one.

Without a doubt, the worst aspect of the study is an erroneous conclusion based on a NCES study by Philip Kaufman and Denise Bradby (1992). The GAO report concludes, "Hispanics who actually attend U.S. schools are no more likely to drop out than are non-Hispanic Blacks or Whites of the same sex and similar socioeconomic status." A review of the NCES study cited by GAO indicates this finding on Page 8, but it is taken out of context.

On Page 9 of the study, the statement is further qualified. The conclusion was based on a study of Hispanic, African American and White dropouts *performing below basic levels of reading and mathematics*. The conclusion should read, "Among students performing poorly in reading and mathematics, Hispanic students are no more likely to drop out than are non-Hispanic Blacks or Whites of the same sex and similar socioeconomic status." There is an abundance of studies that indicate that Hispanics (and African Americans) are overrepresented as poor performers in reading and mathematics, thus, they are overrepresented among dropouts, with or without adjustments for gender or socioeconomic level.

Conclusion

The GAO report conducted at the request of Senators Kennedy and Simon is a limited and very poor study of Hispanic dropouts in the United States and provides erroneous concepts of the extent of the problem, its nature and how to address it.

There is an extensive need for more information concerning the school dropout problem. The absence of such information precludes the attainment of the second educational goal established by the National Education Goals Panel (1991), "By the year 2000, the high school graduation rate will increase to at least 90 percent."

However, the information needed for the formulation of educational strategies for the achievement of this goal demands a much better research methodology than that reflected in this GAO report.

Dr. José A. Cárdenas is founder and Director Emeritus of IDRA.

Resources

Cárdenas, José A. "Current Problems in Bilingual Education," *IDRA Newsletter*. (San Antonio, TX: Intercultural Development Research Association, September 1993 [Part I] and October 1993 [Part II]).

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Kaufman, Philip and Denise Bradby. *Characteristics of At-Risk Students in NELS-88*, NCES 92-042, (Washington, D.C.: National Center for Educational Statistics, 1992).

Lau vs. Nichols. 483 F 2d 791 (9th Cir 1973), 412 U.S. 938 (1973).

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United States General Accounting Office. *Hispanics' Schooling: Risk Factors for Dropping Out and Barriers to Resuming Education*, GAO/PEMD-94-24 (1994).

U.S. Department of Education. *Dropout Rates in the United States: 1992*, NCES 93-464 (1993).

Attrition Rates - continued from page 9

1992-93. The table on pages 7 and 8 presents attrition rates by county for the 1991-92 school year.

Results of the latest dropout and attrition studies suggest that solutions are needed to remedy the dropout problem. Additional research must be conducted to examine the effectiveness of dropout prevention initiatives, particularly for minority-group students. IDRA will continue its intensive attention to this concern through activities including regular research, reporting, and administration of the Prevention and Recovery of Student Dropouts Collection.

Resources

Robledo Montecel, Cárdenas, José A., and Josie Supik. *Texas School Dropout Survey Project: A Summary of Findings* (San Antonio, TX: Intercultural Development Research Association, October 31, 1986).

Texas Education Agency. *The 1993-95 State Plan to Reduce the Dropout Rate* (Austin, TX: Texas Education Agency 1993).

Texas Education Agency. *Fall Membership Survey*. Austin, TX: Texas Education Agency, 1993).

Roy Johnson is a Senior Research Associate in the IDRA's Division of Research and Evaluation

LONGITUDINAL ATTRITION RATES IN TEXAS PUBLIC HIGH SCHOOLS 1985-1986 TO 1992-1993

RACE-ETHNICITY GROUP	1985-1986	1986-1987	1987-1988	1988-1989	1989-1990	1991-1992	1992-1993	% CHANGE FROM 1985-86 TO 1991-92
Native American	45	39	37	47	39	40	39	-13
Asian/Pacific Islander	33	30	28	23	22	21	21	-36
Black	34	38	39	37	38	39	43	+26
White	27	26	24	20	19	22	25	-7
Hispanic	45	46	49	48	48	48	49	+9
Total	33	34	33	31	31	34	36	+9

Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data.

Coca-Cola VYP - continued from page 2

Valued Youth Program had conducted a comprehensive evaluation. Its success had endured beyond the four years of funding. The program was receiving media attention, having been featured in a 1989 Barbara Walters' ABC television special, *Survival Stories*. The special had captured the essence of the program and its profound impact on the participants and their families.

The Program Flourishes

The program's success led to The Coca-Cola Foundation's awarding IDRA $1.32 million in 1990. Over five years, IDRA would implement the Coca-Cola Valued Youth Program in five sites across the country: two in Texas and one each in California, New York and Florida. IDRA would provide each school with 10 days of training and technical assistance, evaluate and monitor the program, develop materials for implementation and disseminate information about the program. Ultimately, schools would institutionalize the program and continue implementing it beyond their three years of funding from The Coca-Cola Foundation.

This past school year, 1993-94, was the fourth of five years of foundation funding. Instead of 10 secondary and elementary schools as originally proposed, the Coca-Cola Valued Youth Program was implemented in 59 schools across the country. Close to 850 tutors and 2,500 tutees benefited from the program this year alone.

IDRA has maintained the same rigorous, comprehensive evaluation throughout the years, and the findings have remained consistent: less than a 2 percent dropout rate and improved self-concept, attitudes toward school, grades, achievement test scores, attendance and discipline. IDRA's commitment to providing schools with training and technical assistance, while six times the original commitment, also continues.

Much of this exponential growth is due to support through federal, corporate, state, local and school district funding. Growth can also be attributed to the program's recognition as an exemplary program by the Texas Education Agency, the U.S. Department of Education, the Corporation for National and Community Service (formerly the Commission on National and Community Service), the Peter F. Drucker Foundation for Nonprofit Management, and former U.S. President George Bush. It was one of only 30 programs worldwide to be selected for inclusion in the International Youth Foundation database.

The following are other vital factors that contributed to the program's success throughout these past 10 years.

1. The Core Component

One important factor is the program's essence – the valuing of students through the contributions they make as tutors. When students are placed in positions of responsibility and are given the support needed to succeed, they not only meet expectations but often exceed them. Thousands of students have proven this time and again.

2. The School Structure

An implementation team composed of volunteers is formed within the existing school structure. This team consists of a central office administrator acting as program administrator, secondary and elementary school principals, a teacher coordinator, an elementary school representative, a family liaison and an evaluation liaison. The team, which formally meets three times a year, creates linkages between the central office and the campuses, between secondary and elementary campuses, and between administrators and teachers. These linkages allow for consensus, ownership and alliances. It is also an effective means for ensuring that the program is on course throughout the year.

The power of this group should not be underestimated when key school personnel join forces with one single goal — to support valued youth.

3. Clear Roles and Responsibilities

Roles and responsibilities of the schools and IDRA are clearly articulated. The program succeeds in schools when it is supported by the superintendent and central office administration and is reinforced at the campus level. This includes accepting the program's philosophy as consistent with the school's mission and committing time, effort and resources to ensure the program's critical elements are implemented.

4. Standardization of IDRA's Training and Evaluation

In 1990, IDRA developed a set of guides to provide each member of the implementation team with a comprehensive handbook for implementing the program. It includes an evaluation handbook with sample instrumentation and protocols. These guides ensure the standardization and uniformity needed for replication.

IDRA's trainer certification process also ensures that training and technical assistance is standardized and is of consistently high quality. As part of IDRA's commitment to the U.S. Department of Education's National Diffusion Network, a trainer certification process has been developed and documented through which IDRA staff working on the program are trained and supported throughout the year.

5. IDRA's Evaluation and Monitoring

IDRA's commitment to continue its rigorous program evaluation and monitoring has provided invaluable quantitative and qualitative data that allow for informed decision-making throughout the year; corrective measures can be taken quickly, if needed. In addition to the information collected from the school participants, IDRA also debriefs with each staff member after a visit to the school site. While debriefings are labor-intensive, they provide a period of reflection and introspection for the staff member as well as a qualitative history of the interventions.

6. Quick Affective Changes

Within a matter of weeks, tutors begin to show signs that they are seeing themselves and others differently: a male tutor decides on his own to take off his earring as he walks to the elementary school; a female tutor changes her T-shirt to one she considers more appropriate for the little ones. These small changes occur very quickly with most tutors. Teachers begin to notice early on that the tutors are somehow different in the way they carry themselves, in their manner of dress and in their treatment of teachers. This becomes a powerful reinforcer for the adults and the students that the program is beginning to work.

7. Financial Compensation for the Work Done

Tutors receive minimum wage stipends for their work as tutors. When youth are treated as responsible professionals and compensated for the work they do, they are being told in a tangible way that the work they do is worth something. The monthly paycheck, which may not seem much to adults (less than $70 per month), is a validation of their contribution. It is also a way of easing the financial hardship most of the tutors' families face on a daily basis. When tutors are able to financially contribute to the family, whether in the form of paying the heating bill or buying clothes, their self-worth is enhanced exponentially.

Coca-Cola VYP - continued from page 16

8. Bonds Are Developed

As tutors begin to realize that their tutees *need* them, they respond to those needs and connect with them in ways that others may not be able to. The tutors often see themselves in their tutees. They can remember what it was like for them, often struggling in elementary schools. They want to help these children in ways they themselves were never helped.

The tutor-tutee bond is not the only one that develops. The teacher coordinator often becomes a strong advocate for these students. The elementary teacher also forms strong connections with the tutors, and many see them as indispensable, valuable assistants.

9. Families Valued as Partners

The program serves as an effective mechanism for connecting parents with the schools in positive ways. For many of the tutors' parents, the Coca-Cola Valued Youth Program is the first instance the school has communicated positively about their children. The special recognition event at the end of the year, which celebrates the tutors' contributions throughout the year, is a significant validation of their children's worth. Some of the teacher coordinators visit the parents' homes at the beginning of the year to introduce themselves and the program. Parents are *invited* to visit the school and participate in meaningful ways. This simple act of courtesy and respect is acknowledged through the parents' increased involvement in the school.

10. Student-Centered Curriculum

One day a week, tutors have their own classes that enhance tutoring skills, self-concept and literacy. The teacher coordinators use a curriculum that incorporates self-paced and individualized instruction. This also allows the teacher to model appropriate instruction and classroom management techniques for the tutors. It is a period for students to reflect on their work that week and for the teacher coordinator to address students' concerns and needs.

What these factors produce are transformations in the students (tutors and tutees), the elementary teachers, the teacher coordinators, the parents, the counselors and the administrators. When a teacher or administrator sees the contributions of a student in "at-risk" circumstances, it forces a re-examination of old paradigms. Many conclude that the greatest "at-risk" circumstances students face may be the school's low (and self-fulfilling) expectations.

The Coca-Cola Valued Youth Program succeeds because it subtly but powerfully challenges and ultimately changes people's beliefs and behaviors. One administrator recently recounted her first experience with the program. She knew "Paul Hayes*," by his reputation as a student who "sent teachers into early retirement." She watched him get off the bus at the elementary school where he would be tutoring that day. She kept a vigilant eye on him as he entered the classroom and watched in amazement as he put on a hand puppet and began teaching three little ones. What she saw in that classroom was "Mr. Hayes" using effective classroom management techniques and innovative instruction. She saw Mr. Hayes' students following his every word and learning. And she saw the elementary teacher tell her how she would be lost without Mr. Hayes in her classroom. As she watched him get back on the bus that would transport him to his middle school, she wondered if his middle school teachers would see the Mr. Hayes that was inside him or would they only see Paul?

The Coca-Cola Valued Youth Program helps us see what is on the inside – the inherent value and potential of each child. But it is up to each of us to see *beyond* the Pauls and into the Mr. Hayes.

**Name changed for privacy.*

Josie D. Supik is the Director of IDRA's Division of Research and Evaluation.

Resources

Cárdenas, José A., Robledo Montecel, María, Supik, Josie D., and Harris, R.J. "The Coca-Cola Valued Youth Program: Dropout Prevention Strategies for At-Risk Students." *Texas Researcher*, (Texas Center for Educational Research, Winter 1992), *3*, 111-130.

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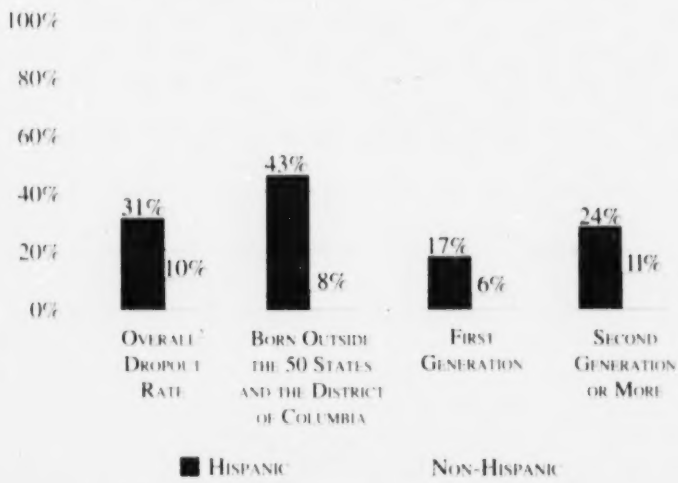
INTERGENERATIONAL ANALYSIS OF DROPOUTS

PROPORTION OF DROPOUTS AGED 16 TO 24 BORN OUTSIDE AND WITHIN THE UNITED STATES,[1] 1989



Includes only those born in the 50 states and the District of Columbia. Does not include those born in Puerto Rico.
Includes a small proportion for whom recency of migration is unknown.

The Hispanic dropout rate (31% in 1989) has been consistently higher than the rates for Black and White students. Among Hispanic 16- to 24-year-olds who were born outside the 50 states and the District of Columbia, 43 percent were dropouts, compared with only 8 percent of non-Hispanics. However, even when one looks exclusively at Hispanics born within the United States, their dropout rate is still more than double that of non-Hispanics.

Source: National Center for Education Statistics, 1992.

RESOURCES ON DROPOUT PREVENTION & ATTRITION RATES

ADDITIONAL READINGS AND INFORMATION

YOUNG PEOPLE LEAVE SCHOOLS BECAUSE THEY PREFER ACTIVE MODES OF LEARNING, WANT EDUCATIONAL PROGRAMS WHICH CONNECT SCHOOL LEARNING WITH ADULTS AND WITH THE WORLD BEYOND THE CLASSROOM, AND HOPE TO FIND ACTIVITIES WHICH ARE INTERESTING. OUR CHALLENGE, THEN, IS TO CREATE EDUCATIONAL ENVIRONMENTS WHICH EMBRACE THESE THREE COMPONENTS.

- Robert Shumer, "Focus on Active, Connected, Inspired Learning: Not Schooling," NDPC Newsletter, National Dropout Prevention Center, Winter 1994.

ASPIRA Association, Inc. *Five Cities High School Dropout Study: Characteristics of Hispanic High School Students* (Washington D.C., 1989).

Cárdenas, José A. **"Addressing School Dropouts."** *IDRA Newsletter* (August 1989, pp. 4-8).

Clements, Barbara S. "What Is a Dropout?" *The School Administrator* (March 1990, pp. 18-22).

IDRA Center for Prevention and Recovery of Dropouts. *The Answer: Valuing Youth in Schools and Families – A Report on Hispanic Dropouts in the Dallas Independent School District*, Second Edition (San Antonio, TX: Intercultural Development Research Association, Summer 1989).

Johnson, Roy. **"Attrition in Texas Public High Schools."** *IDRA Newsletter* (October 1993, pp. 6-8).

Robledo Montecel, María and Montemayor, Aurelio. **"Successful Schooling and At-Risk Youth: Research Findings and Recommendations."** *IDRA Newsletter* (August 1990, pp. 5-7).

Robledo Montecel, María, et al. *Texas School Dropout Survey Project*, Vols. 1-7 (San Antonio, TX: Intercultural Development Research Association, 1986).

Texas Education Agency. *Job Training for Valued Youth* (Austin, TX, 1991).

Supik Josie D. **"Partners for Valued Youth: The Final Report."** *IDRA Newsletter* (January 1991, pp. 1-4).

Titles in bold are available from IDRA at no cost.
Contact IDRA's Communications Manager to obtain reprints. Thank you.

IDRA WORKSHOPS

To request further information on these or other training and technical assistance topics, please contact IDRA at 210/684-8180.

Validating Students' Culture in the Classroom

Nowhere is America's "melting pot" of cultures more evident than in the classroom. This three-hour workshop takes that into consideration as it explores the aspects of multicultural education. Teachers, administrators and counselors will be exposed to three barriers of communication. The elements of surface culture and deep culture from several groups also will be identified. Participants will generate ideas for validating the culture of their students.

Cooperative Learning

Often, cooperative learning is looked at primarily from the content area aspect. This full-day workshop takes cooperative learning to three different arenas: content area, strategies for reluctant teachers and strategies for the beginner. Elementary and secondary teachers are the target audience.

Imparting Positive Expectations to At-Risk Students

At-risk students are especially susceptible to low self-esteem and low self-expectations. Because of this, teachers and administrators are encouraged to develop an awareness for identifying the different types of at-risk students. Once the groundwork has been laid, educators can target these students by empowering them with the skills to raise their own self-expectations. This workshop, to last from three to six hours, will show participants how to instill these skills. Techniques to transfer, reinforce and integrate skills within a particular student will be shared.

Responding to Diverse Learning Styles

Everything from deficient nutrition to an unstable home life can detract from a student's ability to learn. In this full-day workshop, educators will learn how to identify characteristics that may affect a student's education and how to style their teaching methods accordingly. Race, gender, economic differences and personality types are some of the topics that will be discussed.

Motivation Skills to Increase Academic Achievement

Bike give-aways and food coupons are just a few of the latest motivation tactics some schools use to raise their students' grades and attendance. This full-day workshop will review the definitions of motivation based on current research. Participants will discuss successful motivational strategies and how to create a personal lesson to pair those strategies with the individual district's characteristics.

SCHEDULE OF IDRA TRAINING AND WORKSHOP ACTIVITIES

OCTOBER 1 - OCTOBER 31, 1994

DATE	SCHOOL DISTRICT/AGENCY	TOPIC
Oct. 4	South San Antonio Independent School District (ISD)	Coca-Cola Valued Youth Program (VYP) Observations
Oct. 5	Alhambra Pomona ISD, Calif.	Coca-Cola VYP First Implementation Meeting
	Rio Grande City Consolidated ISD (CISD)	Math Training
	Socorro ISD	Sheltered English
Oct. 6	Alhambra Pomona ISD, Calif.	Coca-Cola VYP Observations/Training and Technical Assistance
	Desegregation Assistance Center (DAC) Coordination Meeting	Educational Needs and Issues
	Rio Grande City CISD	Coca-Cola VYP Pre-Observations
	South San Antonio ISD	Coca-Cola VYP Observations
	Southside ISD	Portfolios Assessment
Oct. 7	DAC Coordination Meeting	Planning Training and Technical Assistance
	Ector County ISD	English as a Second Language (ESL) Strategies
	Ector County ISD	Spanish Reading-Grades Pre-kindergarten and Kindergarten
	Ector County ISD	Spanish Reading-Grades three to six
	Laredo ISD	*CALLA* (Cognitive Academic Language Learning Approach) Training
	Pharr-San Juan-Alamo ISD	Reading Strategies
Oct. 8	Benavides ISD	ESL for Content Area Teachers
	Hispanas Unidas Conference	Program Development
Oct. 10	Education Service Center (ESC)-Region 15	Directed Reading Thinking Activity
	ESC-Region 3	Learning Styles
	Laredo United ISD	Sheltered English
	Laredo United ISD	Whole Language Techniques
	McAllen ISD	Reading Strategies
Oct. 11	McAllen ISD	McAllen Content Area Project (McCap)
	McAllen ISD	Teaching/Learning Strategies for the Content Areas
Oct. 12	Plano ISD	Cultural Sensitivity
Oct. 13	ESC-Region 18	Using Test Data for Planning
	Harlingen ISD	Parental Involvement
Oct. 14	Harlingen ISD	Higher Order Thinking Skills
	Harlingen ISD	Sheltered English
	Hispanic American Alliance Conference	Keynote-Diversity
Oct. 15	Multifunctional Resource Center (MRC) Regional Workshop San Antonio	The Role of the Para-Professional
Oct. 18	Pasadena ISD	WOW (Workshop on Workshops)
Oct. 21	Progreso ISD	Active Learning for Teachers
	Progreso ISD	Portfolio Assessment
	Progreso ISD	The Role of the Para-Professional
Oct. 24	Marfa ISD	Coca-Cola VYP Pre-Observations/ Technical Assistance

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SUCCESSFUL SCHOOLING FOR ECONOMICALLY DISADVANTAGED AT-RISK YOUTH

by María Robledo Montecel, Ph.D., José A. Cárdenas, Ed.D., Aurelio Montemayor, M.Ed., et al. for the Texas Dropout Information Clearinghouse

This practitioner's guide, created by IDRA for the Texas Education Agency, takes a hard look at the current practices in the education of disadvantaged youth in the United States and provides specific, detailed recommendations for schools and districts seeking to implement a successful program. Includes chapters on family needs and parent involvement.

70 Pages; $5.00

Fall 1989; Quality Paperback; ISBN #1-878550-43-8.

THE UNDEREDUCATION OF AMERICAN YOUTH

by José A. Cárdenas, Ed.D., María Robledo Montecel, Ph.D., and Dorothy Waggoner, Ph.D.

This study graphically compares White majority youth and minority youth, including White non-Hispanic youth from language minority backgrounds, on nine critical factors affecting education including racial/ethnic groups, language background, gender, poverty level and status in the work force. With trend data through 1985, the undereducation rates of six ethnic groups by state are presented, with a running text highlighting the factors involved in creating a whole class of undereducated citizens.

24 Pages, Illustrated; $7.50

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by Aurelio M. Montemayor, M.Ed. (editor)

This publication gathers 33 *IDRA Newsletter* articles on dropout prevention from 1986 to 1989. Authored by various IDRA staff members and other professional educators, these articles provide a multi-faceted look at many of the issues surrounding the education of at-risk youth. Topics range from the history of the dropout problem in Texas to effective strategies for reversing the trend, from multiculturalism to parental involvement.

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